

Southern Regional High School District Course of Study

Department Family and Consumer Sciences

Course Title: Child Development III – written by Holly Kropinack

Essential Questions of the Course:

- 1. What impact do elementary professionals have on children?**
- 2. What qualities do teachers need to teach on the elementary level?**
- 3. How is teaching changed to meet the various needs of children?**
- 4. What are the qualities of a strong elementary environment?**

Assessments:

- 1. Students will observe and assess children’s behavior and learning styles on the elementary level.**
- 2. Students will select learning materials for an elementary classroom while staying with a budget.**
- 3. Students will design an outdoor environment for students K-3.**
- 4. Students will create a variety of lesson plans suitable for the K-3 child.**
- 5. Students will mentor other high school students in the Child Development Learning Lab.**
- 6. Students will have the opportunity to participate in the Child Development Learning Lab orientation.**
- 7. Students will continue to update portfolio.**

Unit of Study

Unit Title: Individual Learning Styles

Essential Questions of the Unit:

- 1. What are the characteristics of the three basic learning styles?**
- 2. How can teachers teach to different learning styles?**
- 3. What are different ways in which children can be grouped in the classroom?**
- 4. How have theories in education changed through the years?**

Assessments:

- 1. Students will adapt a lesson for each type of learner.**
- 2. Students will compare and contrast various ways of grouping children in an elementary level classroom.**
- 3. Students will determine why various educational theories were successful or unsuccessful.**
- 4. Students will continue to update portfolio.**

Content:

- 1. Learning styles: kinesthetic, auditory, visual**
- 2. Teaching to individual learning styles**
- 3. Educational theories: grouping (mixed age; ability etc...), inclusion, retention**
- 4. School day (full day vs half day; length of school year)**

Skills:

- 1. Observational skills – observe/analyze children’s behavior in the classroom.**
- 2. Compare/contrast learning styles and how best to teach to those styles.**
- 3. Basic skills – reading, writing, language arts**
- 4. Communication through classroom discussions and teaching children.**

Purpose / Rationale of the unit:

This unit introduces students to education on the elementary level. Through the study of this unit students will have a better understanding of the structure of the elementary school classroom. Students will also gain an awareness of the types of adaptations that should be made for different learners.

New Jersey Core Curriculum Content Standards:

Cross-Content Workplace Readiness Skills

3	All students will use critical thinking, decision-making, and problem-solving skills.
3.1	Recognize and define a problem, or clarify decisions to be made.
3.2	Use models, relationships, and observations to clarify problems and potential solutions.
3.4	Identify and access resources, sources of information, and services in the school and the community.
3.7	Conduct systematic observations.
3.10	Monitor and validate their own thinking.
3.12	Interpret and analyze data to draw conclusions.
4	All students will demonstrate self-management skills.
4.2	Work cooperatively with others to accomplish a task.
4.3	Evaluate their own actions and accomplishments.
4.9	Use time efficiently and effectively.
4.10	Apply study skills to expand their own knowledge and skills.

Career Education and Consumer, Family, and Life Skills

9.1	Develop career awareness and planning, employability skills, and foundational knowledge necessary for
A	Career Awareness/Preparation
9.1.1	Re-evaluate personal interests, abilities, and skills through various measures including self assessments
9.1.2	Evaluate academic and career skills needed in various career clusters.
9.1.4	Review and update their career plan and include the plan in a portfolio.
B	Employability Skills
9.1.1	Assess personal qualities that are needed to obtain and retain a job related to career clusters.
9.1.2	Communicate and comprehend written and verbal thoughts, ideas, directions, and information relative
9.1.3	Select and utilize appropriate technology in the design and implementation of teacher-approved projects in educational settings.
9.1.4	Evaluate the following academic and career skills as they relate to home, school, community, and employment: <ul style="list-style-type: none"> • Communication • Punctuality • Time Management • Organization • Decision making • Goal setting • Resources allocation • Fair and equitable competition • Safety • Employment application skills • Teamwork
9.1.5	Demonstrate teamwork and leadership skills that include student participation in real world applications

Time Frame of Unit: 5 weeks

Instructional Activities:

- 1. Prepare lesson plans and have all activities created for teaching in the Child Development Learning Lab.**
- 2. Prepare typed lesson plans adapted for visual, auditory, and kinesthetic learners.**
- 3. Write a reaction paper on “Developmental Issues Affecting Children.”**

Materials and Resources:

Wood, Chip Yardsticks, Chapter 1

Unit of Study

Unit Title: Observing Children

Essential Questions of the Unit:

- 1. What are the purposes of assessment?**
- 2. What factors should be considered in choosing a method of assessment?**
- 3. What guidelines should be followed in observing children?**

Assessments:

- 1. Students will select and validate reasons for their selection, two children in the Child Development Learning Lab to compare and contrast through observation during the year.**
- 2. Students will complete appropriate written assignments including worksheets and chapter questions.**
- 3. Students will observe selected children.**
- 4. Students will continue to develop portfolio.**

Content:

- 1. Purposes of assessment**
- 2. Assessment tools**
- 3. Guidelines for observing children**

Skills:

- 1. Observational skills – observe/analyze selected children’s physical, social, emotional, and intellectual levels of development.**
- 2. Compare/contrast selected children’s developmental levels.**
- 3. Basic skills – reading and writing**

Purpose / Rationale of the unit:

Teachers use observations to collect data. All methods of observations have advantages and disadvantages. Through the study of this unit, students will gain a better understanding of how to observe children and the importance of recording only objective statements.

New Jersey Core Curriculum Content Standards:

Cross-Content Workplace Readiness Skills

1	All students will develop career planning and workplace readiness skills.
3	All students will use critical thinking, decision-making, and problem-solving skills.
3.1	Recognize and define a problem, or clarify decisions to be made.
3.2	Use models, relationships, and observations to clarify problems and potential solutions.
3.4	Identify and access resources, sources of information, and services in the school and the community.
3.7	Conduct systematic observations.
3.8	Organize, synthesize, and evaluate information for appropriateness and completeness.
4	All students will demonstrate self-management skills.
4.2	Work cooperatively with others to accomplish a task.
4.3	Evaluate their own actions and accomplishments.
4.9	Use time efficiently and effectively.
4.10	Apply study skills to expand their own knowledge and skills.

Comprehensive Health and Physical Education prevention concepts

2.1	All students will learn health promotion and disease and health-enhancing behaviors.
2.1.1	Describe a healthy child and identify factors that contribute to good health.
2.1.3	Identify and demonstrate responsible health behaviors for children.
2.4.15	Describe the physical, emotional, and social changes that occur at each stage of human development, and the life cycle.

Career Education and Consumer, Family, and Life Skills

9.2	Demonstrate critical life skills in order to be functional members of society.
C	Interpersonal Communication
9.2.1	Model interpersonal and effective conflict resolution skills.
9.2.2	Communicate effectively in a variety of settings with a diverse group of people.
D	Character Development and Ethics
9.2.5	Apply a professional code of ethics to a workplace problem or issue.

Time Frame of Unit:

5 weeks

Instructional Activities:

- 1. Workbook activities for Chapter 3.**
- 2. Observation of selected children.**
- 3. View and discuss the video “Focused Observations”.**
- 4. Analyze case studies.**

Materials and Resources:

Herr, Judy. Working With Children, Chapter 3
Gronlund, Gaye and James, Marlyn. Focused Observations

Unit of Study

Unit Title: Middle Childhood

Essential Questions of the Unit:

- 1. How do children develop physically, intellectually, socially, and emotionally between the ages of six and twelve?**
- 2. How does the level of development affect the child in school?**
- 3. What are potential health concerns of middle childhood?**

Assessments:

- 1. Students will observe and record the development of two selected children, using checklists for all areas of development.**
- 2. Students will observe children 6-12 years old, comparing and contrasting oldest and youngest, boys and girls.**
- 3. Students will research and write a reaction paper on childhood obesity.**
- 4. Students will develop a brochure for parents, emphasizing the importance of good eating habits and proper nutrition.**
- 5. Students will continue to update portfolio.**

Content:

- 1. Middle childhood development**
 - A. Physical**
 - B. Intellectual**
 - C. Emotional**
 - D. Social**
- 2. Health concerns of middle childhood:**
 - A. Obesity**
 - B. Nutritional needs**

Skills:

- 1. Observe and record differences in the development of children - oldest/youngest, boys/girls.**
- 2. Basic skills – reading and writing.**
- 3. Communication skills through class discussions and interaction with children.**

Purpose / Rationale of the unit:

Through the study of this unit, students will gain a greater understanding of the development of children and ways it affects the school experience. Through observing differences in children, students will be more sensitive to their needs, both in and out of the classroom.

New Jersey Core Curriculum Content Standards:

Cross-Content Workplace Readiness Skills

2	All students will use information, technology, and other tools.
2.2	Select appropriate tools and technology for specific activities.
2.5	Access technology-based communication and information systems.
2.6	Access and assess information on specific topics using both technological (e.g., computer, telephone, satellite) and print media centers.
2.9	Use technology to present designs and results of investigations.
3	All students will use critical thinking, decision-making, and problem-solving skills.
3.1	Recognize and define a problem, or clarify decisions to be made.
3.4	Identify and access resources, sources of information, and services in the school and the community.
3.5	Use the library media center as a critical resource for inquiry and assessment of print and nonprint materials.
3.7	Conduct systematic observations.
4	All students will demonstrate self-management skills.
4.2	Work cooperatively with others to accomplish a task.
4.9	Use time efficiently and effectively.
4.10	Apply study skills to expand their own knowledge and skills.

Career Education and Consumer, Family and Life Skills

9.2	Demonstrate critical life skills in order to be functional members of society.
A	Critical Thinking
9.2.3	Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic and/or occupational settings.
B	Self-Management
9.2.2	Apply projects planning and management skills in academic and/or occupational settings.
C	Interpersonal Communication
9.2.2	Communicate effectively in a variety of settings with a diverse group of people.

Comprehensive Health and Physical Education

2.1.1	Describe a healthy child and identify factors that contribute to good health.
2.1.6	Identify common health products and foods found in the home and correctly interpret labels, information, directions, and instructions.
2.1.10	Identify and demonstrate health practices that support and enhance personal and family physical and mental health.
2.1.12	Describe situations requiring health services and locate community health care providers, comparing their services and costs.
2.1.13	Examine health product and food labels and advertisements, comparing accuracy, content, directions, and value.

Time Frame of Unit:

10 weeks

Instructional Activities:

- 1. Class discussions.**
- 2. Appropriate workbook activities**
- 3. Observations of children.**
- 4. Obesity reaction paper.**
- 5. Nutrition brochure.**

Materials and Resources:

Herr, Judy. Working With Young Children, Chapters 7 and 11

Unit of Study

Unit Title: Guidance Skills

Essential Questions of the Unit:

- 1. What are the goals of effective guidance?**
- 2. What are effective traits of teachers of younger children?**
- 3. What are the various techniques for effective guidance?**
- 4. How can teachers promote a positive self-concept in children?**

Assessments:

- 1. Students will write an article for a parent newsletter comparing and contrasting direct and indirect guidance.**
- 2. Students will develop ways in which they would design or operate a classroom to minimize tension in children.**
- 3. Students will observe two children, using a checklist for positive self-concept.**
- 4. Students will create posters/signs for each of two areas that will provide guidelines for children playing in that area.**
- 5. Students will continue to update portfolio.**

Content:

- 1. Guidance skills.**
- 2. Guidance problems.**
- 3. Establishing classroom rules.**

Skills:

- 1. Compare and contrast direct v. indirect guidance.**
- 2. Observational skills – observe and analyze children’s self-concept.**
- 3. Basic skills – reading and writing.**
- 4. Communication through class discussions and interaction with children.**

Purpose / Rationale of the unit:

Effective guidance skills are necessary for effective teaching. Through the study of this unit students will develop an understanding of ways to promote a positive self-concept in children. Students will also become skilled in effective methods of dealing with disruptive behavior and establishing and enforcing classroom rules.

New Jersey Core Curriculum Content Standards:

Cross-Content Workplace Readiness Skills

2	All students will use information, technology, and other tools.
2.6	Access and assess information on specific topics using both technological (e.g., computer, telephone, satellite) and print media centers.
3	All students will use critical thinking, decision-making, and problem-solving skills.
3.1	Recognize and define a problem, or clarify decisions to be made.
3.5	Use the library media center as a critical resource for inquiry and assessment of print and nonprint materials.
3.7	Conduct systematic observations.
3.12	Interpret and analyze data to draw conclusions.
3.13	Select and apply appropriate solutions to problem-solving and decision-making situations.
3.15	Apply problem-solving skills to original and creative/design projects.
4	All students will demonstrate self-management skills.
4.2	Work cooperatively with others to accomplish a task.
4.9	Use time efficiently and effectively.
4.10	Apply study skills to expand their own knowledge and skills.

Career Education and Consumer, Family, and Life Skills

9.1	Develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.
A	Career Awareness/Preparation
9.1.2	Evaluate academic and career skills needed in various career clusters.
9.1.3	Analyze factors that can impact an individual's career.
9.1.4	Evaluate the following academic and career skills as they relate to home, school, community, and employment. <ul style="list-style-type: none"> • Communication • Punctuality • Time Management • Organization • Decision making • Goal setting • Resources allocation • Fair and equitable competition • Safety • Employment application skills • Teamwork
9.1.5	Demonstrate teamwork and leadership skills that include student participation in real world applications.
B	Self-Management
9.2.1	Revise and update the personal growth plan to address multiple life roles.
9.2.2	Apply projects planning and management skills in academic and/or occupational settings.
C	Interpersonal Communication
9.2.1	Model interpersonal and effective conflict resolution skills.
9.2.2	Communicate effectively in a variety of settings with a diverse group of people.

Time Frame of Unit: 4 weeks

Instructional Activities:

1. Class discussions.
2. Students will write an article for a parent newsletter.
3. Students will observe and evaluate the self-concept of two children.
4. Students will design ways to eliminate tension in the classroom.
5. Students will create signs for two classroom areas that will help children follow rules while playing in the area.
6. Students will complete appropriate workbook activities.

Materials and Resources:

Herr, Judy. Working With Young Children, Chapters 13,14, and 15

Unit of Study

Unit Title: Guiding Learning

Essential Questions of the Unit:

- 1. How can storytelling be a useful learning tool for children?**
- 2. What do children gain from puppetry experiences?**
- 3. What kinds of math experiences are beneficial to children?**
- 4. What activities are appropriate for children to learn science concepts?**
- 5. How is observation used in curriculum planning?**

Assessments:

- 1. Students will evaluate their performance in reading to children.**
- 2. Students will evaluate children's books using criteria from the textbook.**
- 3. Students will observe children in a variety of situations.**
- 4. Students will create a story and appropriate puppets.**
- 5. Students will create science and math lessons for preschoolers.**
- 6. Students will update portfolio.**

Content:

- 1. Guiding storytelling experiences.**
- 2. Guiding play and puppetry experiences.**
- 3. Guiding math experiences.**
- 4. Guiding science experiences.**
- 5. Observing for assessment.**
- 6. Use of observation in curriculum planning.**

Skills:

- 1. Observational skills – observe and analyze children’s responses to literacy and problem solving.**
- 2. Evaluate a videotaped performance of reading a book to a child.**
- 3. Create a story and puppets to tell the story.**
- 4. Create science and math lessons appropriate for a child ages kindergarten through grade two.**

Purpose / Rationale of the unit:

This unit introduces the students to language arts and art aspects of a curriculum. Appropriate stories increase a child’s knowledge and vocabulary and help a child form new ideas. Puppetry experience gives children the opportunity to handle emotions and difficult situations in new ways. Through a study of this unit students will be better prepared to meet these needs of children.

New Jersey Core Curriculum Content Standards:

Cross-Content Workplace Readiness Skills

3	All students will use critical thinking, decision-making, and problem-solving skills.
3.1	Recognize and define a problem, or clarify decisions to be made.
3.2	Use models, relationships, and observations to clarify problems and potential solutions.
3.5	Use the library media center as a critical resource for inquiry and assessment of print and nonprint materials.
3.8	Organize, synthesize, and evaluate information for appropriateness and completeness.
3.10	Monitor and validate their own thinking.
3.12	Interpret and analyze data to draw conclusions.
4	All students will demonstrate self-management skills.
4.2	Work cooperatively with others to accomplish a task.
4.3	Evaluate their own actions and accomplishments.
4.9	Use time efficiently and effectively.
4.10	Apply study skills to expand their own knowledge and skills.

Visual and Performing Arts

1.3	All students will utilize arts elements and arts media to produce artistic products and performances.
1.6.4	Identify, plan, and provide solutions to design problems of space, structures, objects, sound, and/or events in a p u

Language Arts Literacy

3.3	All students will write in clear, concise, organized language that varies in content and form for different audiences
3.3.18	Write for real audiences and purposes, such as job applications, business letters, college applications, and memos
3.4	All students will read a variety of materials and texts with comprehension and critical analysis.

Mathematics

4.2	All students will communicate mathematically through written, oral, symbolic, and visual forms of expression.
4.3	All students will connect mathematics to other learning by understanding the interrelationships of mathematical i modeling play in other disciplines and in life.

Science

5.4	All students will develop an understanding of technology as an application of scientific principles.
5.5	All students will integrate mathematics as a tool for problem-solving in science, and as a means of expressing an

Technology Literacy

8.1	Use computer applications to gather and organize information and to solve problems.
8.2	Develop an understanding of the nature and impact of technology, engineering, technological design and the desi society, and the environment.

Time Frame of Unit: 10 weeks

Instructional Activities:

- 1. Students will videotape themselves reading to a group of children and evaluate their presentation.**
- 2. Students will record themselves reading a book for a child, using a sound to indicate page turn.**
- 3. Students will evaluate children's books for pictures and stereotypes.**
- 4. Students will compare and contrast differences in play between oldest and youngest children in the Child Development Learning Lab.**
- 5. Using "Pillars of Character" students will write a short story and create puppets for the characters in the story.**
- 6. Students will create appropriate math and science lessons for children.**
- 7. Students will complete appropriate workbook pages and textbook assignments.**

Materials and Resources:

Gronlund, Gaye and James, Marlyn. Focused Observations
Herr, Judy. Working With Young Children

Unit of Study

Unit Title: Programs for Children

Essential Questions of the Unit:

- 1. What are the basic program models used in school-age child care?**
- 2. What are the characteristics of an effective teacher in a school-age child care environment?**
- 3. How can children's interests be assessed for curriculum planning?**

Assessments:

- 1. Students will compare and contrast environments for children in different programs.**
- 2. Students will discuss and evaluate differences in parent involvement in programs.**
- 3. Students will identify characteristics that make a high-quality school-age child care environment.**

Content:

- 1. Child centered programs.**
- 2. Adult centered programs**
- 3. Unit based program model.**
- 4. Characteristics of good, effective teachers.**

Skills:

- 1. Observational skills – visit and evaluate two school-age child care programs that use different models.**
- 2. Assess the amount of space per child that is available in a selected classroom.**
- 3. Develop ways that a teacher can build a positive relationship with a variety of parents.**

Purpose / Rationale of the unit:

There is a definite need for school-age child care. This unit introduces students to the different programs available to parents. Through the study of this unit, students will have a better understanding of the importance of good quality care and qualities of a good teacher.

New Jersey Core Curriculum Content Standards:

Cross-Content Workplace Readiness Skills

1.1	Demonstrate employability skills and work habits, such as work ethic, dependability, promptness, and getting a
1.2	Describe the importance of personal skills and attitudes to job success.
1.7	Describe the importance of academic and occupational skills to achievement in the work world.
3	All students will use critical thinking, decision-making, and problem-solving skills.
3.4	Identify and access resources, sources of information, and services in the school and the community.
3.7	Conduct systematic observations.
3.13	Select and apply appropriate solutions to problem-solving and decision-making situations.
3.14	Evaluate the effectiveness of various solutions.
4.2	Work cooperatively with others to accomplish a task.
4.9	Use time efficiently and effectively.
4.10	Apply study skills to expand their own knowledge and skills.
4.11	Describe how ability, effort, and achievement are interrelated.

Career Education and Consumer, Family, and Life Skills

9.1	Develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.
B	Employability Skills
9.1.1	Assess personal qualities that are needed to obtain and retain a job related to career clusters.
9.1.2	Communicate and comprehend written and verbal thoughts, ideas, directions, and information relative to educational and occupational settings.
9.1.3	Select and utilize appropriate technology in the design and implementation of teacher-approved projects relevant to occupations and/or higher educational settings.
9.2	Demonstrate critical life skills in order to be functional members of society.
C	Interpersonal Communication
9.2.1	Model interpersonal and effective conflict resolution skills.
9.2.2	Communicate effectively in a variety of settings with a diverse group of people.
D	Character Development and Ethics
9.2.1	Analyze how character influences work performance.
9.2.2	Identify and research privileges and duties of citizens in a democratic society.

Time Frame of Unit: 6 weeks

Instructional Activities:

1. **Class discussions on areas of study.**
2. **Appropriate workbook pages and chapter assignments.**
3. **Write an essay on what influenced the decision to become a teacher.**
4. **Create a personal resume.**
5. **Update portfolio.**

Materials and Resources:

Herr, Judy. Working With Young Children, Chapters 29, 30, 32

Unit of Study

Unit Title: Child Development Learning Lab

Essential Questions of the Unit:

- 1. What are the basic needs of preschoolers in the classroom?**
- 2. What types of classroom activities will meet preschoolers' various needs?**
- 3. How can classroom management be achieved?**
- 4. How should children's activities be scheduled during the day?**
- 5. What types of activities are appropriate for preschoolers' specific developmental needs?**

Assessments:

- 1. Self-evaluation of teaching experiences in the Child Development Learning Lab.**
- 2. Students will apply knowledge of teaching techniques and preschool development to practical experiences with preschoolers in a classroom environment.**
- 3. Students will use knowledge of preschool development and curriculum to create monthly newsletters and bulletin boards for the Child Development Learning Lab.**

Content:**Child Development Learning Laboratory**

- 1. Appropriate activities for preschoolers.**
- 2. Creative lessons/projects for preschoolers.**
- 3. Effective schedules and transition activities for preschoolers.**
- 4. Classroom management techniques**
- 5. Effective time management.**

Skills:

- 1. Observational skills - observe preschoolers in the Child Development Learning Lab using a variety of observation techniques.**
- 2. Observe other students teaching in the Child Development Learning Lab.**
- 3. Communication skills in a classroom setting with parents and preschoolers.**

Purpose / Rationale of the unit:

Through a study of this unit students will gain practical experience in creating lessons and teaching preschoolers. Students will learn about the responsibilities of early childhood teachers as well as the importance of a good work ethic.

New Jersey Core Curriculum Content Standards:

Cross-Content Workplace Readiness Skills

1	All students will develop career planning and workplace readiness skills.
1.1	Demonstrate employability skills and work habits, such as work ethic, dependability, promptness, and getting along with others, needed to get and keep a job.
1.2	Describe the importance of personal skills and attitudes to job success.
1.7	Describe the importance of academic and occupational skills to achievement in the work world.
1.8	Demonstrate occupational skills developed through structured learning experiences, such as volunteer, community service, and work-based experiences or part-time employment.
3	All students will use critical thinking, decision-making, and problem-solving skills.
3.1	Recognize and define a problem, or clarify decisions to be made.
3.7	Conduct systematic observations.

Career Education and Consumer, Family, and Life Skills

9.1	Develop career awareness and planning, employability skills, and foundational knowledge necessary
B	Employability Skills
9.1.1	Assess personal qualities that are needed to obtain and retain a job related to career clusters.
9.1.2	Communicate and comprehend written and verbal thoughts, ideas, directions, and information relative
9.1.3	Select and utilize appropriate technology in the design and implementation of teacher-approved projects in educational settings.
9.2	Demonstrate critical life skills in order to be functional members of society.
A	Critical Thinking
9.2.1	Apply communications and data analysis to the problem-solving and decision making processes in a
9.2.2	Describe and apply constructive responses to criticism.
C	Interpersonal Communication
9.2.1	Model interpersonal and effective conflict resolution skills.
9.2.2	Communicate effectively in a variety of settings with a diverse group of people.
D	Character Development and Ethics
9.2.5	Apply a professional code of ethics to a workplace problem or issue.
F	Safety
9.2.1	Engage in an informed discussion about rules and laws designed to promote safety and health.
9.2.4	Practice the safe use of tools and equipment.

Time Frame of Unit: 24 Weeks (2 days/week)

Instructional Activities:

1. Students will plan lessons and activities to be taught in the Child Development Learning Lab.
2. Student will teach preschoolers in the Child Development Learning Lab following prepared lesson plans.
3. Students will observe and analyze interactions of preschool children.
4. Students will mentor students in the Child Development classes.
5. Students will role-play classroom management techniques.

Materials and Resources:**Student text:**

Stephens: The Child Care Professional

Beckman, Carol, Simmons, Roberta, and Thomas, Nancy.

Channels to Children

Claycomb, Patty. The Busy Classroom.

Flemming, Bonnie Mack and Hamilton, Darlene.

Early Childhood Education.

Instructional Fair, Inc. Big Book of Everything Preschool.

Rosser, Caroline Spang. Planning Activities for Child Care.

Teacher Created Materials.